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ABSTRACT

Designed to provide a comprehensive literacy reference for public libraries, this handbook presents a glossary of terms, background information on functional literacy, and brief reviews of 14 additional topics: (1) literacy statistics; (2) adult performance levels; (3) the problem of adult education; (4) illiteracy generates itself; (5) about adult learners; (6) libraries and literacy; (7) national organizations; (8) recruiting adult new readers; (9) recruiting volunteer tutors; (10) collection development; (11) publishers of books for adult new readers; (12) the Coalition for Literacy; (13) a sample press release announcing the availability of an adult new reader collection; and (14) a list of 12 sources for background information on functional illiteracy. A list of 15 Mid-York libraries housing literacy core collections as of January 1988 is appended. (CGD)

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LITERACY: the KEY to SUCCESS

a Literacy Handbook

2nd edition March 1988

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PREFACE

This handbook was designed to provide a comprehensive literacy reference for Mid-York Library System member librarians.

By promoting literacy programs and providing services to adult learners, public libraries across the nation are helping people combat one of the most pervasive problems in the nation: adult functional illiteracy.

The slogan and logo, **"LITERACY: THE KEY TO SUCCESS"**, have been adopted and appear on the cover of this handbook in hopes of emphasizing the importance of knowing how to read.

Much is known about how to teach adults to improve their reading skills. Throughout the area, community-based literacy programs offer excellent models of what can be accomplished. Volunteers teamed with librarians, adult educators, and grass roots groups working in libraries, businesses, and churches have already demonstrated that illiteracy can be overcome. Adults **CAN** learn to read. Lives **CAN & DO** change for the better.

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GLOSSARY OF TERMS

ABE	Adult Basic Education, generally a division within the Continuing Education Department of State Education Departments.
Basic Skills	Programs to develop math, reading, and conversational skills to a functional level.
Continuing Education	Adult education apart from the K-12 school, often including basic, recreational, advanced, and technical studies.
EOL	English as another language.
ESL	English as a second language.
GED	General Education diploma, or general education development, also termed "high school equivalency".
HSE	High school equivalency.
LVA	Literacy Volunteers of America, Inc.
Student	A person learning to read.
Trainer	A person who trains volunteers in the instructional techniques for becoming reading tutors.
Tutor	A person who teaches someone else to read.

BACKGROUND

Functional illiteracy has as many definitions as there are people. Total illiteracy means that people cannot read or write even their own names in their own native language. But the term **"functionally illiterate"** refers to a person who cannot read or write or compute well enough to perform the common tasks of daily living. Literacy workers should always remember that the nature of the problem varies with each individual student; this term covers a wide variety of learning problems.

There have been a great number of researchers and organizations who have made attempts to arrive at a universally acceptable definition of functional illiteracy. Tests were designed and given to people so that some standards and ranges could be set. However, flaws and discrepancies were found in many tests. The readability of material such as job applications and drivers' tests could not always be measured. So the difficulty in defining functionally illiterate levels still prevails.

In 1964, when anti-poverty programs came to national attention, the functional illiterate was defined as the person with less than five years of schooling. There is quite a bit of difference between the terms **"five years of schooling"** and **"a fifth grade reading level".** A person can read three, four or five grades below his or her number of years in school. The person who has dropped out before high school graduation is probably reading at about the fifth grade reading level.

Over time, it was discovered that a **"sixth grade reading level"** was simply not adequate for a person to achieve economic, social, or civic independence, that is, functioning in today's society. The definition of a functional illiterate person came to mean someone with less than eight years of schooling.

In 1970, Congress amended the Elementary and Secondary Education Act so that funding for adult basic education could be used to help people complete high school. Functional illiteracy was used to describe a person without the skills of an average graduate.

The scope of the definition is limited by the word **"adult"**. Adults are persons 16 years of age, or older, who have responsibility for themselves and perhaps for others. For the purposes of this handbook, a functionally illiterate adult is one who is not capable of reading at the sixth grade level and who is no longer a full-time public school student.

LITERACY STATISTICS UPDATE

--The U.S. Department of Education estimates that more than **27 million Americans** older than 17 cannot read or write well enough to perform the basic requirements of everyday life. Another **45 million adults** are considered barely competent in basic skills. That is a total of over **72 million** people - one out of every three adults - who lack the reading and writing skills needed to find work.

--Almost **75 percent** of the unemployed are illiterate adults.

--Illiteracy costs the U.S. more than **$224 billion** each year in welfare payments, crime, decreased productivity, lost tax revenue and remedial education.

--The U.S. ranks **49th** among **158** United Nations member countries in adult literacy.

--The state of Utah ranks the highest in terms of literacy while Mississippi, **New York**, Texas and Louisiana are ranked among the **lowest.**

Most statistics on this page are from:

NEW YORK: YOU CAN READ, May 1987

LOCALLY. . . .

AREA	NUMBER OF FUNCTIONAL ILLITERATES
New York State	4,000,000
Herkimer County	7,700
Madison County	5,000
Oneida County	29,000

Adult Performance Levels

The Adult Performance Level Project (APL), identified sixty-five literacy skills needed for survival in society and established three Adult Performance Levels based on skill proficiency. Adult Performance Level I is used to describe adults functioning with difficulty in society because they possess low level or no reading skills at all. The Project found that this group makes up 19.7% of the United States population, which equals roughly 23 million adults.

The startling conclusions drawn from the nationwide Adult Performance Levels study were:

1. Twenty percent (20%) of U.S. adults are functioning with difficulty in our society.

2. The South has the highest percentage (25%) of those functioning with such difficulty.

3. An estimated three-fourths of the nation's adults are unable to compute the gasoline consumption rate of a car, when given necessary data.

4. An estimated one-half of the nation's adults are unable to correctly match personal qualifications to job requirements in classified advertisements.

5. Forty percent (40%) of the nation's adults are unable to determine the correct amount of change from a purchase when given a register receipt and the denomination of money used.

6. One-fourth of the nation's adults cannot address an envelope well enough to ensure that a letter will reach its proper destination.

In fact, the study concluded that nearly 60 million U.S. adults cannot read well enough to handle everyday tasks such as reading warning labels, prescription labels, or newspapers.

THE PROBLEM OF ADULT EDUCATION

Illiteracy is a byproduct and a form of undereducation.

Conservative estimates indicate that one in every five New York adults is functionally illiterate. These statistics take on serious implications when one realizes the grossly disproportionate numbers of illiterate and undereducated to be found among the state's unemployed, poor, welfare assisted, and imprisoned populations.

The cost to the taxpayer for social maintenance of the illiterate and undereducated is getting higher. The state experiences significant losses in terms of personal income and tax revenues. Taxpayers must expend and divert fiscal resources to provide for the maintenance of the functionally illiterate, who often require incarceration and need re-education and job training.

There are two solutions: to provide adequate educational opportunities for illiterate and undereducated adults to enable them to become self-sufficient, contributing members of society or to continue to divert public monies to the support of organizations maintaining illiterate populations. Without remedial action, the cost of these organizations may be expected to grow significantly.

The first alternative is obviously preferable. When the necessary public funds are allocated to support adult education and library service programs, then fewer funds need be spent on the second alternative. It is a matter of "teaching a man to fish and feeding him for a lifetime" as opposed to "catching a fish and feeding him for a day". Literate, educated adults tend to spend more time contributing to society.

Many illiterate people do not know where to go for help or how to ask for it. Nor do they often receive the materials and aid they need when they do summon the courage to ask.

Illiteracy Generates Itself

It is often the case that parents of children who dropped out of school have not completed high school themselves. These parents sometimes have poor attitudes toward education and usually acquiesce in their children's decision to leave school. A consistently strong relationship exists between the level of education attained by parents and their children's tendency to drop out of school.

About one-fourth of the students entering the ninth grade will not remain in class through the twelfth grade, and thus, will not graduate.

Other parents are unable to help their children with homework and reading assignments despite a strong desire for their children to have a good education.

The following information has a bearing on the problem of illiteracy in the Herkimer-Madison-Oneida County area and the United States at large

High School Dropouts

In the United States, about 25% of students drop out before graduating.

AREA	TOTAL POPULATION	NUMBER OF PERSONS OVER 18 YEARS WITHOUT A HIGH SCHOOL DIPLOMA
Herkimer County	66,714	16,771 (25%)
Madison County	65,150	12,966 (20%)
Oneida county	253,466	59,181 (23%)

Unemployment

Although the percentage of dropouts has decreased somewhat over the years, the percentage of jobs available to young people without a high school diploma has dropped sharply. It is estimated that less than 8% of the jobs on the market today are available to the high school dropout.

About Adult Learners

Literacy councils and tutors have found that functionally illiterate adults often possess similar attitudes and beliefs. Although, of course, not every functional illiterate adult will match this stereotype, there are some characteristics common enough that librarians addressing their needs may wish to plan library services with these characteristics in mind.

Like literate adults, they are faced with the pressures and pre-occupations of earning a living - often for others besides themselves - and they have some control and independence over their daily activities. They have a great deal of experience in coping with the working world and other people. And many of them feel they are useful and contributing members of society, respected by their neighbors and colleagues.

However, their failure to learn to read in school may make them fearful of or intimidated by other school situations. As children they were in classrooms where competition and evaluations were the norm. They may be easily discouraged if their first attempts to master reading and math are unsuccessful. Some people may possess a negative attitude toward social services and institutions which represent authority.

Many functionally illiterate adults, as the statistics indicate, come from crowded homes with little time or attention given to academic achievement. They may be unemployed or unaware of job opportunities. They often come from low socio-economic backgrounds. Many are part-time students with heavy responsibilities at home, on the job, in the Church, or in the community which leave little time or energy for **"personal improvement".**

Tutors of adults learning to read have found these adults to have definite reading goals of their own. They are voluntary learners, who can leave a class at will. This adult, because of experience, may have a great deal of knowledge in specific areas. Consequently, this person will have an achievement level and rate of learning that is different from every other adult learner. Some learners may have slower comprehension speeds or suffer some decline in sight or hearing.

And in almost every instance, they have successfully hidden their inability to read from all but one or two close relatives or associates.

Libraries and Literacy

Helen Lyman, who wrote the first authoritative study, **Literacy and the Nation's Libraries,** says libraries are good places for literacy programs because:

--They are less formal than schools.
--They don't demand paperwork or written applications.
--They seem less threatening than schools (where a poor reader may previously have been unsuccessful).
--They are community oriented.
--Their hours, environments, and furniture are suitable for adults.

Libraries have continually faced the problem of not being able to buy appropriate books and materials which would help these people. At one time, only books written for children were available. They realized that providing books too much above an adult learner's reading level led to frustration, while providing books too far below it led to boredom.

High-interest, low-reading level books were then written and marketed to meet this need. These books satisfied both the interest and the reading level of the adult poor reader. These books had a subject matter and a vocabulary level suitable for adults who read poorly or not at all, but who have mature life interests.

In recent years, publishers have responded to the demand for adult books in this area. Nowadays, it is easier for librarians to find professional reviews of these books and to attend consciousness-raising seminars and workshops on functional illiteracy.

FROM: Lyman, Helen H., **Literacy and the Nation's Libraries,** 1977, American Library Association.

Ways the library can serve the illiterate adult:

1. Provide meeting space for tutoring, training, or other general literacy meetings.

2. Give employees an orientation to sensitize them to needs of non-readers; inform staff about literacy council activities.

3. Have names and addresses of local literacy organizations and individual tutors easily accessible for referrals by library staff.

4. Encourage employee involvement with a local literacy council - (liaison).

5. Display flyers and posters and other publicity for local literacy activities.

6. Provide office space for literacy personnel.

7. Library cooperatives can provide delivery service to distribute literacy materials to libraries in the area, encouraging full use of these specialized materials.

8. Promote literacy activities to the Friends of the Library.

9. Provide literacy collections for use by students, tutors and agencies.

10. Keep catalogs from literacy publishers for reference.

11. Subscribe to **News For You,** a newspaper published for low level readers by New Readers press.

12. Invite all literacy tutors in the area to a coffee/discussion meeting with the library staff; suggest that all pupils be brought to the library for orientation and that tutors show their students how to phone the library for information.

13. Visit adult education and remedial reading classes on a regular basis for the purpose of promoting library materials and services.

14. Offer workshops on how to use the library, for staff and students in adult basic education programs.

15. Place deposit collections in education centers and in welfare and unemployment offices.

16. Order multiple copies of low level materials so pupils and teachers can have individual copies.

17. Train staff to use a readability formula such as the Fry Readability Formula.

18. Take the director of your local literacy program to lunch, and build a good working relationship.

19. Write radio public service announcements about the availability of low level reading materials in the library; send them to radio stations, especially country, rock, religious and minority stations in your area.

20. Sponsor or co-sponsor information sessions on life-coping skills such as filling out a job application.

21. Provide a deposit collection for your local prison or juvenile detention center.

22. Ask local clubs, church groups, organizations, and even individuals to help support literacy efforts, financially if necessary.

23. Give storytelling workshops for personnel in Head Start and other pre-school programs.

National Organizations

There are two nationally known organizations designed to promote adult literacy. They are both supportive, well organized and have excellent resources, tutor training, and teacher materials available to assist local literacy groups. They differ in the way they approach the teaching of the adult reader.

Laubach Literacy, Inc. Box 131, Syracuse, NY 13210

This is a non-profit organization of volunteers who tutor adults in reading. Volunteers conduct workshops in the state, hold monthly meetings and distribute a newsletter.

Literacy Volunteers of America, Inc. 5795 Widewaters Parkway, Syracuse, NY 13214

A non-profit corporation which trains individuals and organizations working through voluntary programs to tutor adults in basic reading and conversational English on a one-to-one basis. Their newsletter is called **THE READER** and lists upcoming conferences, timely short features and articles, new faces and pen pals. Published quarterly.

Recruiting Adult New Readers

The suggestions listed here are taken from reports submitted by 77 National Affiliation for Literacy Advance (NALA) tutoring projects across the country who responded to the question:

What methods have you found most successful in recruiting new readers?

The suggested methods are listed in order, with those reported to be most productive and successful listed first:

1) Radio and TV public service announcements.

2) Contacts with community service agencies working with disadvantaged adults, such as:

United Fund Agencies
Goodwill Industries
Department of Social Services
Volunteer Service Bureau
Employment Service
Social Security Office
Community Action Program
YWCA, YMCA
Neighborhood Councils
Community Centers
Rescue Mission
Salvation Army
Health Agencies
Vocational Rehab. Department
United Fund Agencies
New York State Employment & Security Commission
Secretary of State Offices
Banks
Family Abuse Centers
Migrant Ministry
Urban Renewal Housing Mgmt.
Low Income Housing Owners
Prisons and Jails
Parole Officers
Hospitals
Visiting Nurses
Gas Stations
Head Start Programs
Labor Unions
Manpower Training Program
P.T.A.'s
Inter-Agency Councils
County Health Organization
Voluntary Action Center
Educational Coordinators for large companies & unions
Civic Organizations
Senior Citizen Centers

3) Person-to-Person approach by neighborhood leaders, neighborhood youth corps, neighborhood councils, adult students enlisting others.

4) Newspaper publicity, Sunday magazine section.

5) Referrals from public schools and adult basic education programs.

6) Church publicity, such as pulpit announcements, church bulletins or newsletters.

7) Posters and flyers used in laundromats, supermarkets, health clinics, employment agencies, or sent out with welfare checks.

8) Contacts with businesses and industries.

9) Advertising billboards (using space contributed by local advertising firms).

10) Informal coffee hour at a neighborhood center adult gathering.

RECRUITING VOLUNTEER TUTORS

TYPE OF WORK	Volunteer tutoring to help adults learn to read on a one-to-one basis using structured, proven methods.
TRAINING	Tutors must usually complete a series of training workshops; the number of workshops is determined by the Literacy Program.
COST	Workshops are generally free, although some Literacy organizations may charge a fee for training materials.
PLACE OF WORK	An agreement should be made between the tutor and student as to the best place to meet for their private lessons. The location should be convenient and non-threatening for both. Private homes should be selected only if they are free from interruptions and comfortable for both participants.
HOURS	At least 2 hours per week for a year should be counted on. Some readers will progress much faster than others, and of course some will go more slowly. Try to be flexible. If a student must miss a session, perhaps a make-up meeting can be scheduled.
STUDENT PLACEMENT	The Literacy Program Coordinator wil have information about each student, and will try to make a match between those persons they feel will succeed. Tutors contact their students and make arrangements for the initial contact. If a match-up should prove unsatisfactory to either student or tutor, the Coordinator should endeavor to reassign them.
QUALIFICATIONS	No professional teaching skills are necessary, but tutors should have a genuine interest in their fellow human beings, a great deal of patience, and the ability to work with persons from a different social strata.
BENEFITS	There is no salary, but expenses for materials and mileage can be deducted from income tax. Retired persons should contact their RSVP office because they are often allowed reimbursement for meals and mileage. The actual benefit is the thrill of hearing that a young mother has been able to read a story to her child, or a man has been able to fill out a job application, or to find that you have received a Christmas card from someone who has never sent a card before!
WARNING	Tutors should be aware that learners often have other problems. Tutors are advised that, as reading teachers, they should stick to their specialty and avoid becoming involved as a marriage counselor, psychiatrist, or banker. Tutors can best provide help in these other areas by being supportive and by developing a positive self concept and esteem in the student.

Collection Development

The major types of materials to be provided in an Adult New Reader Collection include study materials, information materials, and leisure reading materials. In developing such a collection, there are three areas of consideration: selection criteria, sources of materials, and organization and display.

Selection Criteria

Some criteria useful for selection include:

1) **Reading Level.** In assessing reading level, select pieces using short words, short, simple sentences, frequent use of basic words, and limited use of figurative language. In general, reading levels of no higher than seventh grade are recommended. Readability indexes and publishers' catalogs help to determine reading levels.

2) **Physical Appearance.** Physical appearance is also an important factor in an adult new reader's choice of reading material. Appealing features include manageable length (short words and short paragraphs), adult oriented illustrations, paperback format, and eye-catching covers.

3) **Style and Content.** Style and content of materials selected for an Adult New Reader Collection should be relevant to the life experiences of the adult reader. Writing style using dialogue, lists, and short sentences and paragraphs are suggested.

<u>When looking for books for adult new readers keep in mind:</u>

Books popular with new readers:

--Skills books---taking a driver's test, car repair, typing, reading, writing, going to the grocery store, job skills
--Recreational reading---fiction, history, sports
--Coping books---health, family life, religion, filling out forms, money management
--Special interest magazines and newspapers (with simplified vocabularies and plenty of pictures)

Adult new readers prefer:

--paperbacks, pocket-sized books
--Attractive book jackets or covers on the books
--Thin-looking, slim volumes (giving rise to the term "Skinny books")

--Clear black print and plain type faces
--Lots of space between lines and big margins
--Short chapters
--Plenty of photos and illustrations
--An overall appearance that doesn't look like a kid's book

The subject matter and writing styles of books are important to adult new readers. Materials are more likely to be checked out if they:

--Avoid difficult concepts, symbols, abstract or philosophical writing
--Have an interesting enough plot to make the reader want to finish
--Begin quickly, smoothly, or informally
--Use humor or suspense
--Present problems and situations which would be identifiable to the adult reader
--Avoid didactic or condescending points of view
--Avoid flashbacks, long descriptive passages, obscure h story
--Avoid foreign words and phrases
--Use first person narrative, diary, or conversational style
--Have short sentences
--Are fast paced
--Do not try to cover a very long time span
--Are uncomplicated in character development and plot movements

Sources of Materials

Materials to be included in an Adult New Reader Collection may be acquired from a variety of sources:

1) **Publishers.** See page 15 for a list of publishers of high interest/low reading level materials suitable for an Adult New Reader Collection.

2) Supplementary Materials may be drawn from the regular library collection. Examples of additional materials from the library collection include selected government documents, pamphlet file materials, special interest magazines, children's biographies, career guides, and audio visual materials.

Organization and Display

Elaborate processing of Adult New Reader materials is not necessary. Some libraries use a shelf list card only, augmented by a bibliography or author/title cards in the card catalog.

Many libraries arrange materials in the Adult New Reader collection generally by subject. Subject headings might include Family/Home/Health, Information--How To, People, Jobs, Religion, Stories, Reading Practice/Correlated Reading, and Skill Book Series. Titles are color coded according to reading level. Color chart guides may be displayed near the collection. A prominent location for the collection is necessary to encourage use. Appropriate signs are also helpful. Some libraries have found slanted shelving units to be effective in displaying the materials face out, creating a good browsing area.

PUBLISHERS OF BOOKS FOR ADULT NEW READERS

Academic Therapy Publications
20 Commercial Blvd.
Novato, CA 94947

Addison-Wesley Publishing, Co., Inc.
1 jacob Way
Reading, MA 01867

Alemany Press
2501 Industrial Pkwy. West
Haywood, CA 94545

Allyn and Bacon, Inc.
7 Wells Ave.
Newton, MA 02159

Amsco School Publications, Inc.
315 Hudson Street
New York, NY 10013

American Bible Society
P.O. Box 5656
Grand Central Station
New York, NY 10017

Atheneum Publications
115 Fifth Ave.
New York, NY 10003

Cambridge Book Company
888 Seventh Ave.
New York, NY 10106

Camden and Associates, Inc.
501 West Ogden Ave.
Hinsdale, IL 60521

Channing L. Bette Company
200 State Road
South Deerfield, MA 01373

Collier/Macmillan
866 Third Ave.
New York, NY 10022

Contemporary Books, Inc.
180 North Michigan Ave.
Chicago, IL 60601

Creative Education/Encyc Britannica
10 South Michigan Ave.
Chicago, IL 60604

Crestwood House
P.O. Box 3427
Mankato, MW 56001

Dillon Press
242 Portland Ave. South
Minneapolis, MN 55415

Dodd Mead and Company
79 Madison Ave.
New York, NY 10016

EMC/Changing Times
300 York Ave.
St. Paul, MN 55101

Encyclopedia Britannica Press
310 South Michigan Ave.
Chicago, IL 60604

Fearon-Pitman
6 Davis Drive
Belmont, CA 94002

Follett Publishing Company
1010 West Washington Blvd.
Chicago, IL 60607

Garrard Publishing Company
29 Goldsborough St.
Easton, MD 21601

Globe Book Company, Inc.
50 West 23rd St.
New York, NY 10010

Heinemann Educational Books, Inc.
70 Court Street
Portsmouth, NH 03801

Houghton Mifflin Company
2 Park Street
Boston, MA 02108

Jamestown Publishers
P.O. Box 9168
Providence, RI 02940

Janus Book Publishers
250 Industrial Pkwy. West
Haywood, CA 94545

Lerner Publications Company
241 First Ave. North
Minneapolis, MN 55401

Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214

Longman, Inc.
19 West 44th St.
New York, NY 10020

McGraw-Hill
1221 Ave. of the Americas
New York, NY 10020

Media Materials, Inc.
2936 Remington Ave.
Baltimore, MD 21211

National Textbook Company
4255 West Touhy Ave.
Lincolnwood, IL 64646

New Readers Press
P.O. Box 131
Syracuse, NY 13210

Oxford University Press, Inc.
200 Madison Ave.
New York, NY 10016

Prentice-Hall, Inc.
Rte. 9 West
Englewood Cliffs, NH 07632

Project: Learn
2238 Euclid
Cleveland, OH 44115

Random House, Inc.
201 East 50th Street
New York, NY 10016

Scholastic, Inc.
730 Broadway
New York, NY 10003

Steck-Vaughn Company
P.O. Box 2028
Austin, TX 87868

Tucson Adult Literacy Volunteers
412 North Belvedere Ave.
Tucson, AZ 85711

Xerox Education Publications
P.O. Box 16626
Columbus, OH 43216

Coalition for Literacy

Leaders linked together to bring America's illiteracy problem to light

Headquarters: 50 East Huron St., Chicago, IL 60611 • (312) 944-6780
Information Center, P.O. Box 81826, Lincoln, NE 68501 • 1-800-228-8813

The **Coalition for Literacy** has received grants totaling $125,000 from the U.S. Department of Education, B. Dalton Booksellers and G.E. Foundation.

The **Coalition,** begun in 1981 by the American Library Association, brings together eleven national agencies or organizations for the purpose of conducting a three year multi-media campaign to inform the nation of the problem of illiteracy within the United States and point to solutions for the problem on the local level. There are three parts to the national campaign:

1) A national multi-media campaign that focuses attention on the problem of adult illiteracy.

2) An "800" telephone number to link potential volunteers or providers of other supportive resources with existing programs; or to link those people who want to establish new programs with those agencies that can provide them with assistance.

3) On-site technical assistance and training to those who want to develop new adult literacy programs, to upgrade current programs or to form local literacy resource coalitions.

The Advertising Council, Inc. is monitoring the development of a multi-media advertising campaign on adult illiteracy. The campaign was launched in 1984; the "800" telephone number is now in operation. The number is: **1-800-228-8813**

CONTACT, Inc. provides staff for the nationwide telephone number. **CONTACT** received over 7,400 calls in January 1984 as a result of the TV documentary **"Can't Read, Can't Write"** which first aired the 800 number. Referrals for those who want to volunteer or for those who want to learn are made to volunteer tutorial agencies, or to state adult basic education agencies and to any agency having a literacy program. Each call requiring a referral is followed up by letters sent to the inquirer and the agency to which the person was referred.

CONTACT also send packets of information in response to inquiries about the **Coalition,** illiteracy or volunteerism.

SAMPLE PRESS RELEASE

Release Date

FOR FURTHER INFORMATION

CONTACT:

Phone

Date

The (local library) has recently developed a collection of easy-to-read books for the adult new reader. The collection, which includes both fiction and non-fiction, deals with a variety of topics of current interest to adults using a simple, limited vocabulary. Most books are in a convenient paperback format, and all are color coded according to reading level. The **ADULT NEW READER** collection is located near the _____in the library. The library is located at _____, and is open to the public from_____to_____on_____.

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BACKGROUND READING ON FUNCTIONAL ILLITERACY

BOOKS FOR ADULT NEW READERS. Compiled by Roberta O'Brien, published by Project LEARN, 2238 Euclid Avenue, Cleveland, Ohio 44115. This recent bibliography can be obtained for $3 or $4.

GUIDELINES TO TEACHING REMEDIAL READING. By Lillie Pope, 2nd 3d. 1975. Book Lab, New Reader's Press. A good guide for tutors and teachers.

HIGH INTEREST EASY READING FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS. National Council of Teachers of English, 1979, Kenyon Road, Urbana, Illinois 61801. An annotated booklist intended for use by reluctant readers and organized by subject headings. Criteria for books selected are based on interest, reading level, literary quality, attractiveness of the format and whether the title is in print. Many of the materials recommended for junior and senior high students are appropriate for ABE collection.

HIGH LOW REPORT. Riverhouse Publications, 20 Waterside Plaza, New York, New York 10010. Yearly subscription rates $11.50 prepaid or $12.50 billed. A monthly review publication for professionals concerned with literature for teenage and adult non-readers. Reviews hi/lo books, gives reading scales and grade levels for titles.

LITERACY AND THE NATION'S LIBRARIES. By Helen Lyman, 1979, ALA. Order from American Library Association, 50 East Huron, Chicago, Illinois 60611. For use by librarians; gives steps in planning for a literacy program, its values, recent studies, etc. A valuable list of acronyms, glossary of literacy jargon. The handbook summing up everything on the topic.

OPENING DOORS FOR ADULT NEW READERS. By Linda Bayley, preface by Professor Helen Lyman from New Readers press. How libraries can select materials and establish collections.

PUBLISHER'S WEEKLY. May 24, 1985. The entire issue is on literacy - articles from a variety of sources.

USING READABILITY. Formulas for Easy Adult Materials. By Robert S. Laubach and Kay Koschnick, New Reader's Press.

LAUBACH WAY TO READING. 1984. By Frank C. Laubach, et al, New Reader's Press. The Laubach method of teaching reading to illiterate adults is one of the most famous and successful ever used.

PUBLIC LIBRARY SERVICE TO THE ILLITERATE ADULT. Genevieve Casey. Proceedings of a seminar, March 9-11, 1972, Wayne State University, Office of Urban Library Research.

ILLITERATE AMERICA. Jonathan Kozol, Doubleday, 1985. The recent best-seller on the national problem provides shocking statistics, anecdotes and detailed coverage of this country's dilemma regarding the adult non-reading public.

BECOMING A NATION OF READERS. Report of the Commission on Reading. Prepared by Richard C. Anderson, Pittsburgh, Pennsylvania. National Academy of Education, 1985.

APPENDIX

Mid-York libraries housing Literacy core collections (as of January 1988)

Sullivan Free Library
Bridgeport Library-Branch
North Road
Bridgeport, NY 13030
Phone: (315) 633-2253
Director: Nina Hanson

Sullivan Free Library
519 McDonnell St.
Chittenango, NY 13037
Phone: (315) 687-6331
Director: Nina Hanson

Canastota Public Library
102 West Center St.
Canastota, NY 13032
Phone: (315) 697-7030
Director: Alice Knapp

DeRuyter Free Library
Box 146
Utica St.
DeRuyter, NY 13052
Phone: (315) 852-6262
Director: Joan Ball

Hamilton Public Library
13 Broad St.
Hamilton, NY 13346
Phone: (315) 824-3060
Director: Lucy Howe

Frank J. Basloe Library
245 North Main St.
Herkimer, NY 13350
Phone: (315) 866-1733
Director: Leona Cole

Ilion Free Public Library
78 West St.
Ilion, NY 13357-1797
Phone: (315) 894-5028
Director: Christine Lozoski

Little Falls Public Library
10 Waverly Place
Little Falls, NY 13365
Phone: (315) 823-1542
Director: Leslie A. Pasch

Morrisville Village Library
87 East Main Street
Morrisville, NY 13408
Phone: (315) 684-9130
Director: Pat Congdon

New Hartford Library
2 Paris Road
New Hartford, NY 13413
Phone: (315) 733-1535
Director: Nina Pietrafesa

Old Forge Library
Box 128, Crosby Blvd.
Old Forge, NY 13420
Phone: (315) 369-6008
Director: Isabella Worthen

Oneida Library, Inc.
220 Broad St.
Oneida, NY 13421
Phone: (315) 363-3050
Director: Elizabeth Angelino

Jervis Public Library
613 North Washington St.
Rome, NY 13440
Phone: (315) 336-4570
Director: Carole Fowler

Utica Public Library
303 Genesee St.
Utica, NY 13501
Phone: (315) 735-2279
Director: Helen Dirtadian

Dunham Public Library
76 Main St.
Whitesboro, NY 13492
Phone: (315) 736-9734
Director: Janine Krecidlo

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1600 Lincoln Avenue
Utica, New York 13502
(315) 735-8328

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